Specialized Practicum & Classroom Observation (REQ / 3 cr.)

Instructor: Prof. Chris Carl Hale
Email: chale-c@kanda.kuis.ac.jp

Google Classroom ID: _____

Course Dates

10/5 (Sun. 10:00-17:00)	11/19 (Sun. 10:00-17:00)	12/7 (Sun. 10:00-17:00)
1/11 (Sun. 10:00-17:00)	2/8 (Sun. 10:00-17:00)	

Note: Additional online work equivalent to **6 hours** will be provided.

Course Description

This course provides an opportunity for student-teachers to explore key issues in teaching and learning English. It has three main purposes. **The first** is for students to become familiar with reflective teaching practices and incorporate the associated concepts into their own teacher development practices. **The second** is to learn the importance of understanding the importance of conducting action research in developing as a professional language educator, and how this process is closely associated with reflection-based professional development. **The third purpose** of the course is to develop a foundation for further learning in the MA Program. The main course assignment, the *Reflective Action Research Paper*, provides student-teachers with an opportunity to identify issues arising from their teaching, reflect on them, and envision a strategy for improving their teaching practices. This assignment will also improve students' academic writing skills and library research skills (including referencing and citation practices) required of MA students..

Key Course Outcomes

Upon successful completion of this course, participants will:

1. Compose a *Reflective Action Research Paper* that includes collecting and analyzing real classroom interaction data, and expressing how this "discovery" will affect your teaching going forward. Through this project, students will demonstrate facility with educational technology, library research, academic style conventions (APA), and other related areas needed for success in the MA Program **(DP 2,6,10)**.
2. Apply TESOL principles to teaching case studies presented in class. Discuss, analyze, and evaluate the cases while reflecting on one's own teaching practices **(DP 2,3,8,9)**
3. Collaborate with other students through participating in *Language Teacher Development Groups* to enhance the learning of all class members and nurture a positive and supportive learning environment **(DP 10)**
4. Collaborate with other students in class to co-create a model lesson employing concepts learned in the course and which is relevant to the students' own teaching context **(DP 3,6)**

Note. DP is an abbreviation of Diploma Policy statements. Numbers correspond to the statement(s) emphasized in each course outcome.

Course Schedule

Session	Topics	Assigned Readings
1.	Forging collegial partnerships and collaboration	Farrell (2018) Chaps. 9, 10 & 12 (optional: Dornyei; Nakatani)
2.	Self reflection & teacher identity	Farrell (2018) Chaps. 3, 4 & 5; Hale (2023)
3.	Action research and data collection	Farrell (2018) Chaps. 6, 7 & 8; Hale, Nanni & Hooper (2018)
4.	Model teaching and observation	Farrell (2018) Chap. 11; Shimamoto (2022); Waring (2008)
5.	Classroom data review and analysis;	TBA

Pre-course Reading
Chapters 9, 10 & 12 from the course textbook (Farrell, 2018).

Required textbook
Farrell, T. S. (2018). *Reflective language teaching: Practical applications for TESOL teachers*. Bloomsbury Publishing
ISBN 13: 978-1350021358

Additional required readings will be provided by the instructor:

Assignments and Assessment
- Participation **(20%)**
- Collaboration: Teaching Journals & Development Group Collaboration **(25%)**
- Model Teaching **(25%)**
- *Reflective Action Research Paper* (RARP) **(30%)**

Note: Points will be deducted for each day an assignment is late.

Evaluation
Letter grade

Grade Scale
A+ 100-95   **A** 94-85   **B** 84-70   **C** 69-60   **F** 59-0

Instructor Bio
Chris Carl Hale, Ed.D is Associate Professor in the Graduate School of Global Communication and Language at Akita International University, Japan and formerly the Academic Director of the Tokyo Center of the New York University (NYU) School of Professional Studies (SPS). He has taught undergraduate and graduate courses related to language acquisition and teacher training in the United States and in Japan for over 25 years. He is also an avid DJ and techno music producer.
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